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ABSTRACT

Worksheets, games, and bulletin board ideas to help students develop the ability to recognize cause and effect relationships are presented. The worksheets are divided into five levels which correspond to levels 9-13 of the 1976 Ginn and Company reading series. The teacher introduction offers student objectives for each level, test information, and commercially available resources. The instructional materials for each level include two to three worksheets, teacher notes for the worksheets, and a test which is to be used as a pretest and posttest. Detailed instructions are provided for several group and individual games which are based on cause and effect relationships. Several ideas for bulletin boards are also provided. The final section contains answer keys for the worksheets and tests. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

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Recognizing Cause and Effect Relationships

(grades 4-8)

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Cedar Falls, Iowa

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(Grades 4-8)

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INTRODUCTION

The following pages of this booklet include activities which may be used to further the student's ability to recognize cause and effect relationships. "Cause and Effect" is an inferential comprehension skill that many students find difficult to understand. The student pages will correspond to Levels 9 through 13 in the 1976 reading series of Ginn and Company.

The Ginn levels are the following:

Level 9 - Inside Out

Level 10 - A Lizard to Start With

Level 11 - Tell Me How the Sun Rose

Level 12 - Measure Me, Sky

Level 13 - Mountains Are for Climbing

Cause and effect is the relationship which exists between any activity (cause) and its result. Such a result is generally referred to and described in terms of the causation factor:

The strong wind uprooted the young sapling.

Cause: Strong wind

Effect: The young sapling was uprooted

Tears welled in her eyes when the bee stung.

Cause: Bee sting

Effect: Tears or crying

In cause and effect questioning, either the cause or the effect is stated and the related factor is required in response:

Why did tears well in her eyes? <u>cause</u>

What happened when the bee stung? <u>effect</u>

STUDENT OBJECTIVES

After completion of these activities, a student would be able to:

A. Level 9: The pupil will infer the effects in cause/effect sentences.

B. Level 10: The pupil will infer causes and effects in cause/effect statements.

C. Level 11: The pupil will infer, from story facts, two causes of a given effect. The pupil will infer, from story facts, two effects of a given cause. The pupil will infer causes and effects based on story facts.

D. Level 12: The pupil will infer and write causes and effects.

E. Level 13: The pupil will infer multiple causes and effects.

TEST INFORMATION

A test consisting of ten questions is included for each level. This test is to be administered to each child beginning with Level 9 test. Ninety percent accuracy (9 out of 10 correct) must be attained before the student can go on to the next higher level. If a student receives 90% or better on the pre-test on any level, the worksheets for that level may be skipped.He can then take the test for the next level, etc. If a student receives less than 90% on the pre-test, he needs to complete all worksheets for that level before taking the post-test. If 90% is not attained on the post-test, that student needs to complete additional work that is included under "Additional Activities."

All students would reinforce these skills of recognizing cause and effect by playing the games described in that section.

ADDITIONAL RESOURCES

There are several commercial items that are excellent for teachers to purchase who want to do this unit.

Reading Comprehension Kits
50 card kit

Precisely controlled paragraphs are arranged in order of difficulty; 10 cards at each reading level, grades 2 through 6. Comprehension check questions are on the back of each card. Answers appear on separate cards.

"Finding Cause and Effect"
available from Educational Insights $5.95

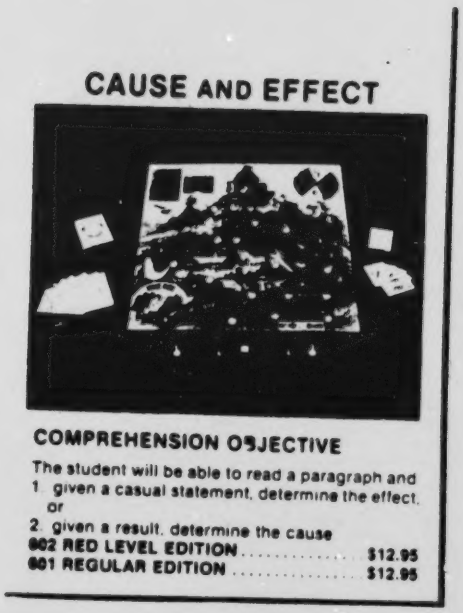
Comprehension Card Sets

Students read the take-apart cartoon story cards and assemble them into the proper story sequence. Four different story puzzles per set to use again and again. Separate answer key. High interest, 2nd or 3rd grade reading level.

Sequencing & Cause and Effect, Set 11
(Natural Disasters)
available from Educational Insights $4.95

COMPREHENSION GAMES KITS

The COMPREHENSION GAMES KITS are written for specific reading abilities. The Red Level editions have reading levels at 2.0 to 3.0, and the Regular level editions are at 3.5 to 4.5. The formats, however, are designed to appeal to any age level up through adult basic education. Each game focuses on a specific skill. The teacher can utilize these games as independent activities or in an informal situation.


CAUSE AND EFFECT
COMPREHENSION OBJECTIVE
The student will be able to read a paragraph and
1. given a casual statement, determine the effect.
or
2. given a result, determine the cause
602 RED LEVEL EDITION $12.95
601 REGULAR EDITION $12.95

For additional materials, see "Cause and Effect" file in the Reading/Language Arts Box (Reading Section) at the Teacher Center.

INSTRUCTIONAL MATERIALS

LEVEL 9

Teacher Notes for Level 9

Worksheet 1

Write the following on the chalkboard:

cause - Why?

effect - What happened?

Then write the following sentences:

1. The car quit running because it ran out of gas.

2. Because it ran out of gas, the car quit running.

Review the terms cause and effect and what they mean. Also review because as a signal word for cause.

Have the pupils read the first sentence. Have a volunteer underline the effect, the part of the sentence that tells what happened. Then have the pupils identify the cause, the part of the sentence that tells why something happened. Follow the same procedure for the second sentence.

When the sentences have been completed, help the children understand that the effect can be either at the beginning or the end of a sentence.

Worksheet 2

Write the following sentences on the chalkboard:

1. When the dog was sick,/we took him to the vet.

2. The dog would wag his tail/if he felt happy.

3. Since it was cloudy and cold outside,/the children didn't go to the swimming pool.

Refer the students to the first sentence. After they have read the sentence, ask them to identify the "effect," or the part of the sentence that tells what happened. Have the students note that the word "because" is not used in this cause/effect statement. Change the word "when" in the first sentence so that the students can see that "because"

can be substituted. But explain that the word "because" does not have to be used in a cause/effect sentence. Follow the same procedure with the second sentence changing "if" to "because," and the third sentence changing "since" to "because."

Worksheet 3

Stress the presence or absence of the word "because" in the sentences. Encourage students to add "because" to sentences from which it is missing.

Test for Level 9

Underline the part of the sentence that tells the effect (the part of the sentence that tells what happened).

1. Sara had a scar on her cheek because a dog has once bit her.

2. Because the sky was cloudy, we thought it would rain.

3. Susan's dog was very dirty because he had just run through puddles of water.

4. Because Amy had a cramp in her leg, her mother made her get out of the pool.

5. The judge gave a blue ribbon to the kitten because it had won the contest.

6. Since we hadn't slept for many hours, we fell asleep immediately when we laid down.

7. The dog was panting as it ran to keep up with the kids on bicycles.

8. Because the movie star was so famous, we all moved closer to get a glimpse.

9. The cat ran away since it was scared of humans.

10. We looked for our car in the parking lot as it was hidden between two trucks.

Number right: _____

Level 9

Worksheet 1

In each sentence below, underline the effect. Remember the effect is the part of the sentence that tells what happened because of something else. The first one is done for you.

1. Because the clown wanted to make people laugh, <u>he made funny faces at the audience</u>.

2. The clown put on earmuffs because he didn't want to hear all the laughing.

3. Because the clown heard the laughing, he smiled and continued to do his act.

4. Because he was clever, the clown thought of new jokes to do.

5. The rich man and his wife went to the circus because they wanted to see where all the laughing was coming from.

6. The clown made the rich couple laugh because he thought they were sad.

7. Because the clown was so eager to make people laugh, he practiced juggling every day.

8. The clown fell off the tightrope because he lost his balance while juggling.

9. Because the mat wasn't underneath the tightrope, the clown hurt himself when he fell.

10. The clown probably never again tried juggling because he found it to be too dangerous.

Level 9

Worksheet 2

In each sentence below, underline the effect. Remember the effect is the part of the sentence that tells what happened because of something else. The first one is done for you.

1. <u>The dove turned into a rabbit</u>/when the magician waved his wand and said a magic word.

2. When the magician forgot how to turn the rabbit back into a dove,/the rabbit hopped down from the table.

3. The magician asked the audience to catch the rabbit/since he did not want to lose the rabbit.

4. The audience complained to the magician/for they did not think that he was very good.

5. If the magician waved his wand,/nothing would happen.

6. Since he wanted to make the rabbit into a dove again,/ the magician kept trying magic words.

7. The spell was broken/when someone captured the rabbit.

8. The dove flew into the magician's hand/for it was happy again.

Level 9

Worksheet 3

In each sentence below, underline the effect. Remember the effect is the part of the sentence that tells what happened because of something else. The first one is done for you.

1. The dog was so fat,/<u>his master called him Chubby</u>.

2. The boy wanted the dog to lose some weight/because he wanted to be proud of him.

3. When the dog saw some scraps in his dish,/he immediately gobbled it up.

4. The dog loved to eat/so he was always looking for more food.

5. The boy asked his vet for advice,/and the boy was very pleased.

6. The boy was very happy/because his dog could run further now.

7. The dog did not like the small amount of food he was given,/ for he was very hungry.

8. Chubby was determined to have more to eat/so he went to the neighbors and ate their dog's food.

9. The boy cried/because he realized that his dog was not happy.

10. The dog was the boy's best pal/because the boy forgot the diet and loved the dog the way he was.

LEVEL 10

Teacher Notes for Level 10

Worksheet 1

Write the following on the chalkboard:

cause - Why?

effect - What happened?

Then write the following sentences on the chalkboard:

1. (Bobby treasured the new book) because his best friend gave it to him.
2. (Bobby drew a map) because his friend wanted to know how to get to his house.

Review with students the terms "cause" and "effect." Have students read the first sentence and circle the "effect" (the part of the sentence that tells what happened). Then have a volunteer underline the "cause" (the part of the sentence that tells why something happened). Follow the same procedure with the second sentence.

Remind students that the "effect" can be either at the beginning or the end of the sentence and that the word "because" is often a signal that a "cause" will follow.

Worksheet 2

Write the following sentences on the chalkboard:

1. When the wrestler saw how strong his opponent was, (he became worried.)
2. (The people paid admission) since they wanted to see the wrestling match.

Remind students that in cause and effect sentences, the part of the sentence that states the "cause" does not always include the word "because." Refer them to the sentences on the chalkboard. Invite volunteers to circle the "effect" (the part of the sentence that tells what happened) and underline the "cause" (the part of the sentence that tells why). In discussing answers, stress an effect as something that happened and a cause as why it happened

Worksheet 3

Write the following sentences on the chalkboard:

1. When the man gave the young girl an ice cream cone, she told him "thank you."
2. The mother was angry because the child left his bike in the driveway.

Have volunteers underline the part that states the "cause" and circle the words that state the "effect."

Review the terms, the placement of the effect part of a sentence, and the fact that the word "because" is not included in every cause and effect statement.

Test for Level 10

Certain words like after, because, for, since, and when act as signals that a cause is about to be stated. Circle the cause and underline the effect in each sentence.

1. When we got lost on the trip, we stopped to ask directions.

2. After riding our bikes several miles, we sat down and rested.

3. Since watermelon is our family's favorite dessert, we often have it for supper.

4. Betty decided to build a tree house when she saw one at her friend's house.

5. Dad and mom take turns making supper because they are each good cooks.

6. Because the day was cold and snowy, we had to stay indoors.

7. We played as well as we could in the Little League game for we wanted to be the champs.

8. It's always easier to do your work when you have a friend to keep you company.

Number right: _____

Level 10

Worksheet 1

What Happened? Why?

In each sentence below, circle the effect and underline the cause. Remember that the effect can be at the beginning or end of the sentence. The word "because" is sometimes the first word in the cause part of a sentence. The first one is done for you.

1. Because his teacher was kind and wise, (Phillip had great respect for her.)

2. Kathy was glad because she had found her missing toy.

3. Kathy treasured her toy because her grandmother gave it to her.

4. Because she didn't want to lose it again, the toy was placed on a shelf in Kathy's bedroom.

5. Grandma gave Kathy the toy because it was Kathy's fourth birthday.

6. Because they wanted to prepare Kathy for school, her parents sent her to a preschool.

7. Because she wanted to draw a picture, Kathy asked for paper and crayons.

8. Because Kathy liked music, her parents bought her a record player.

9. Kathy was shy because she did not know the people who were visiting them.

10. Because she wanted all of the attention, Kathy was jealous of her new baby brother.

11. Kathy was hopeful because her granparents were coming to visit her.

Level 10

Worksheet 2

What Happened? Why?

In each sentence below, circle the effect and underline the cause. Remember that the effect can appear at the beginning or end of the sentence. The cause does not include the word "because" to help you. The first one has been done for you.

1. The boy was frightened (so he ran to his mother.)

2. Since it was cloudy and raining outside, we had to turn the lights on.

3. The people told the doctor of the accident, and he tried to comfort them.

4. After talking to the people, the doctor decided to examine the patient.

5. The patient cried out when the doctor touched him with the cold instrument.

6. Since he had seen much worse cuts, the doctor was not scared.

7. The patient was frightened for he began to think that he was really bleeding.

8. After he waited a long time for his friend to return, the two boys rode to the pool.

9. When he thought it was going to rain, the child ran home.

10. When the monster jumped from behind the curtain, the children all ran in fear.

Level 10

Worksheet 3

What Happened? Why?

In each sentence below, underline the cause and circle the effect. The effect can be at the beginning or end of the sentence. A cause does not always start with the word "because." Read carefully. The first one is done for you.

1. Since the boss was powerful, (the people obeyed him.)

2. Whenever he coughed, Rich's mother gave him some medicine.

3. The boy was not afraid of the lion for the animal was in a cage.

4. The man had not eaten in two days, so he bought much food at the grocery store.

5. Since the mother wanted the baby to go to sleep, she rocked him in the new rocking chair.

6. When the food was not eaten by the dog, the man became concerned.

7. The boy played his stereo because he did not like the quietness.

8. After the cake came out of the oven, Mother hurriedly tried to frost it.

9. The dog offered his paw to his master for he had learned how to shake.

10. Because he wished to be a good basketball player, the teenager practiced shooting baskets daily.

11. When the lady yelled "Watch Out," everyone turned fearfully.

LEVEL 11

Teacher Notes for Level 11

Worksheet 1

If necessary, review the meaning of cause (why something happens) and effect (what happens). Then explain to the students that it is possible for an effect to have causes.

Write the following example on the chalkboard:

> Grandma told stories of when she was a little girl because
>
> __X__ her grandchildren loved to hear them.
>
> __X__ she liked to tell them.
>
> _____ she had nothing else to do.

Call on students to select two causes for the effect given, and ask for story facts to support these conclusions. Help students to see that they can infer two causes for the given effect. Discuss reasons why the third choice is not a likely one.

Tell students that sometimes "causes" are not stated directly, but they are "implied." So the reader must "infer" causes.

Worksheet 2

Recall with students the fact that a story does not always directly state causes of events, that sometimes they are implied. Sometimes the author leaves the causes for the reader to infer. Story facts help the reader infer the cause or causes for something happening. A story cause can sometimes have two effects. Sometimes the effects may be left to the reader's imagination. Write the following example on the chalkboard:

> Bill had interests that were not shared by the other children. Bill probably
>
> _____ didn't like other children.
>
> __X__ played alone very often.
>
> __X__ played with his own toys more than he played with other children.

Ask students to choose two possible effects. Discuss reasons why the second and third choices are the most reasonable to infer from the cause stated.

Discuss reasons why the other choice in the example is not appropriate. Conclude by reminding pupils that story effects or happenings may be inferred by careful reading of all the facts in the story.

Worksheet 3

Students should be able to complete this activity without needing further instruction. After pupils have completed the activity, allow time for them to share their responses and reasons for choosing them.

Test for Level 11

Put an X next to the two causes for each effect stated or the two effects for each cause stated.

1. The farmer harvested a poor crop of soybeans because

_____ they had been hailed on during the summer.

_____ he combined late at night.

_____ they had been flooded by rain.

2. A hot wind blew across the desert. This wind

_____ forced people to stay inside their homes.

_____ made it impossible to see to drive on the road.

_____ made the land cooler at night.

3. I could tell that Richard was playing a joke on us by

_____ the grin on his face.

_____ the laughter from the other people in the room.

_____ how quietly he was sitting.

4. Because of the snowstorm, the roads were

_____ quite slippery.

_____ very curvy.

_____ one lane traffic only.

5. The new puppy whined because he

_____ missed his mother.

_____ was hungry.

_____ wanted his brothers and sisters to play with him.

6. Mother was unhappy with her children because

_____ they did not do their chores.

_____ it was her son's birthday.

_____ they broke the lamp.

7. The truck was parked alongside the road because

_____ it had run out of gas.

_____ the man did not like to drive.

_____ the driver stopped to read the road map.

8. The flowers failed to bloom as they

_____ did not receive enough rain.

_____ were planted the wrong time of year.

_____ were planted in the south side of town.

9. Since the lady hung a bird feeder in the tree,

_____ the birds came for a drink of water.

_____ the birds used the feeder everyday as there was snow on the ground.

_____ the birds came because they loved sunflower seeds.

10. Because of the parade, the bicycle was

_____ decorated with streamers on the spokes.

_____ left at home in the garage.

_____ being ridden by a clown.

Number right: _____

Level 11

Worksheet 1

What Happened? Why?

Choose two causes for each effect. Put an X next to each cause. you choose.

1. Bill loved his dog Snuggles because

_____ Snuggles was so glad to see him after school.

_____ Snuggles loved to eat.

_____ Snuggles had learned the tricks Bill taught him.

2. Bill's father had him keep Snuggles in a pen in the backyard because

_____ Snuggles loved to dig in the neighbor's flowers.

_____ he was too shaggy and he left hair all over the house.

_____ he needed a place to sleep.

3. Snuggles didn't know he was loved by his family so much until

_____ they fed him his food and water.

_____ he disappeared and everyone searched for him.

_____ school was out and the kids spent hours playing with him.

4. Snuggles was protection for the family because

_____ he barked everytime someone came into the yard.

_____ he scared away skunks and other wild animals.

_____ he liked to sleep in front of the fireplace.

5. Grandma knew that Snuggles was such a well-behaved dog because

_____ he didn't jump up or lick people.

_____ he was housebroken.

_____ he ate popcorn.

6. Bill and his father took Snuggles to the vet because

_____ he needed his annual shots.

_____ they bought him a flea collar.

_____ he was sick.

7. Bill and his friends wanted to hurry home from school because

_____ it was a holiday.

_____ they had to feed Snuggles.

_____ they wanted to play with Bill's dog.

8. Bill used flea powder on Snuggles because

_____ it was on sale at the store.

_____ he saw Snuggles scratching himself constantly.

_____ he wanted to prevent fleas from living on Snuggle's coat.

Level 11

Worksheet 2

What Happened? Why?

A story does not always state the effects resulting from a cause. Sometimes the effect is left for the reader to infer. Choose two possible effects for each cause. Put an X next to each effect you choose.

1. It was raining outside so the children had to

   _____ put their winter coats on.

   _____ get out the umbrellas.

   _____ stay inside and play games.

2. As a result of the washed out bridge, the travellers

   _____ detoured around the city.

   _____ rode the ferry across the river.

   _____ went out to buy a bicycle.

3. The woman began to have fainting spells so

   _____ her daughter called the family doctor.

   _____ she began to cook supper.

   _____ she laid down on the couch.

4. The score of the ball game was tied so

   _____ they went into overtime.

   _____ a new pitcher was called in.

   _____ everyone went to the concession stand.

5. Because Johnny had the chicken pox, his parents

_____ took him roller skating.

_____ kept him home from school.

_____ took him to the doctor.

6. As a result of Superman's great courage,

_____ the criminals were apprehended.

_____ he developed a fear of tornadoes.

_____ he was given an award by the mayor.

7. Since the admission price of the theater was increased,

_____ we bought two boxes of popcorn instead of one.

_____ we had to save all of our allowance in order to go.

_____ we waited for the movie to come on TV.

8. The net was not placed under the tightrope. As a result of this,

_____ the stunt man would not perform his act.

_____ the stunt man fell.

_____ the audience bought many souvenirs.

Level 11

Worksheet 3

A reader can infer the causes and effects of story events by looking for what the author has implied.

In exercises 1-5, select two possible causes for each effect. Put an X before each cause you choose.

1. The kids went to the pool because

_____ they wanted to cool off.

_____ they wanted to watch the swim team.

_____ they wanted to go bike riding.

2. The school was closed because of

_____ declining enrollment.

_____ the color was unpopular.

_____ a more modern building was built.

3. The union went on strike as a result of

_____ poor working conditions.

_____ disagreements with management.

_____ they just received their pay checks.

4. The man received a parking ticket because

_____ he was speeding.

_____ he parked in front of a driveway.

_____ he over-parked.

5. The cars all pulled over to the curb because

_____ an ambulance wailed past.

_____ a fire engine raced by on the way to a fire.

_____ a helicopter flew over.

In exercises 6-9, infer two possible effects for each cause. Put an X before each effect you choose.

6. Since the gas station was closed,

_____ travellers had to go to the next town to gas up.

_____ the gas attendants lost their jobs.

_____ the business must have shown a profit.

7. Because Dad was transferred to a different city,

_____ we hired a moving company to move us.

_____ we bought a new dog.

_____ we had to leave our old friends and make new ones.

8. Fruit flys were infesting the fruit trees and much of the fruit was lost so

_____ the trees had to be sprayed.

_____ the price of the fruit increased considerably.

_____ the grower had a greater quantity of fruit to sell.

9. Since many new homes were being built in the area,

_____ the lumberyard ordered more wood.

_____ the contractor laid off workers because business was declining.

_____ the banks were giving out new home loans.

LEVEL 12

Teacher Notes for Level 12

Worksheet 1

Review briefly with pupils the elements of cause-and-effect listed below. Discuss any aspects that are unclear.

1. "Cause" is the reason something happens.
2. "Effect" is what happens.
3. Words such as "because" and "if" are signal words for cause.
4. "So" is a signal word for effect.
5. Signal words are often not used.
6. More than one cause is possible for an effect.
7. More than one effect is possible for a cause.
8. Causes and effects are not always given - the reader must often infer them.

To prepare pupils for writing cause-and-effect statements, review the idea that causes and effects other than those given in the story are sometimes possible.

Write the following example on the chalkboard:

> Father had a desire to cure Laura of her arrogant pride. Why?

Ask pupils to think of causes for Father's desire to teach Laura a lesson. If possible, write each cause on the chalkboard for discussion. Discuss all responses and the reasons why some causes are more appropriate than others.

Worksheet 2

If additional instruction is needed, adapt the above procedures. Remind pupils that they will have to infer the missing causes and effects.

Test for Level 12
(Answers will vary)

In questions 1-5, write one effect statement for each cause.

1. One of the tires on Rhonda's bicycle went flat. What effect would this have on the bicycle? _____

_____

2. The janitor accidentally erased the answers from the chalkboard. What effect would this have on the students in the next class? _____

_____

3. We did not have any milk this morning. What effect would this have on our breakfast? _____

_____

4. One group of kids kept talking loudly during the movie. What effect would this have on the other people in the theater? _____

5. Keith wanted to get up early but forgot to set the alarm clock. What will be the effect on Keith? _____

_____

In questions 6-10, write one cause statement for each effect.

6. The corn did not grow as tall as last year. Why? _____

_____

7. The cat meowed continuously. Why? _____

_____

8. There was no parking in the driveway. Why? _____

_____

9. The children could not go outside today. Why? _____

_____

10. The new toy is broken. Why? _____

_____

Number right: _____

Level 12

Worksheet 1
(Answers will vary)
What Happened? Why?

Read each cause statement and write a possible effect in one sentence. Remember that an effect tells what happened. The cause tells why it happened. The first one is done for you.

1. Only ten people volunteered.
   The job could not be completed on time.

2. Suddenly it stopped raining.

3. The box was too heavy to lift.

4. The football field was wet and muddy.

5. The ice cream cone had melted.

6. Susan practiced the song on her flute again and again.

7. The clothes on the line outside hung too low.

8. A harsh wind swept across the prairie.

9. Nothing she could say would change his mind.

10. The new baby cried continuously when Mom left.

Level 12

Worksheet 2
(Answers will vary)
What Happened? Why?

In exercises 1-5, complete each statement by writing the cause for each effect.

1. They named the new kitten Midnight because _____

_____

2. Brian's friends scoffed at the idea that he wanted to be a stunt driver. Why? _____

3. The canoe overturned because _____

4. Allison could not finish the math exam because _____

_____

5. They had to call off her trip because _____

_____

In exercises 6-10, write one effect statement for each cause.

6. The new office building downtown was just finished.

_____

7. It was a windy day for a baseball game.

_____

8. The weather turned cold early in the farming parts of the country.

_____

9. Jeff caught a pass and scored the touchdown that won the game in the last ten seconds.

_____

10. The four-year-old boy got the chicken pox.

_____

LEVEL 13

Teacher Notes for Level 13

Worksheet 1

Remind pupils that a cause tells why something happened and that an effect is what happened. If necessary, review the meanings of imply (suggest) and infer (to discover through thinking about what an author has implied in the words of a story) in the directions. After pupils have completed the activity, they may wish to discuss and evaluate their responses in a group.

Worksheet 2

After students have completed this activity, they might wish to discuss their responses in a group.

Test for Level 13
(Answers will vary)

In exercises 1-5, write two possible causes for the effect given.

1. Everyone went to the store to buy candles because

_____

_____

2. We didn't know George had rung the doorbell because

_____

_____

3. Father was proud that Ann wanted to help the broken-winged bird because

_____

_____

4. Many people had to wait for days before leaving their homes because

_____

_____

5. The policeman gave Raymond the information he wanted because

_____

_____

In exercises 6-10, write two possible effects for the cause given.

6. Beth was very upset about what had happened at school,

_____

_____

7. Sandra was at an age when she was growing so fast that

_____

_____

8. To save money, Sandra's parents

_____

_____

9. Her new shoes were so big that

_____

_____

10. Since the electricity wasn't working,

_____

_____

Number right: _____

Level 13

Worksheet 1
(Answers will vary)
Why? What Happened?

Many times an author will imply the cause for a particular event in a story. Then the reader must infer the cause. Sometimes the author writes about a cause but omits telling what its effect is. In such cases, the readers call upon their imagination to supply as effect.

In exercises 1-8, infer and write two possible causes for the effect given.

1. Bobby's father woke him up because

_____

_____

2. Mr. Jones couldn't fall asleep because

_____

_____

3. The store hired a new Santa Claus. Why?

_____

_____

4. The leaves fell off the plant because

_____

_____

5. Rover ran away. Why?

_____

_____

6. The little boy was scared because

_____

_____

7. John stayed home from school. Why?

_____

_____

8. We went to the beach for the day because

_____

_____

In exercises 9-16, use your imagination and make up two possible effects for each given cause.

9. Because Joe hit Billy and Mark,

_____

_____

10. Since Marty got to the bus stop late,

_____

_____

11. When a lighted match was thrown into the woods,

_____

_____

12. Susan's mother didn't approve of the camp she wanted to attend. What effect did this attitude have on Susan?

_____

_____

13. It was snowing outside, so

_____

_____

14. Since someone left the gate open,

_____

_____

15. The storm flooded the streets. What effect did this have on the people in the community?

_____

_____

16. Jim couldn't get his gym locker open, so

_____

_____

Level 13

Worksheet 2
(Answers will vary)
Why? What Happened?

Many times an author will omit the cause for a particular event in a story. Then the reader must infer the cause. Sometimes the author tells the cause but leaves the effect to the reader's imagination.

Read sentences 1-6 and then use your imagination to make up two possible effects for the cause given in each sentence. Write the effects on the lines provided.

1. We had forgotten the money.

_____

_____

2. His shoelaces came untied.

_____

_____

3. The painting seemed overpriced.

_____

_____

4. He had a cold.

_____

_____

5. John was very nervous when he had to recite his lines in front of an audience.

_____

_____

6. She did not want to interrupt the important meeting.

_____

_____

Read each sentence and use your imagination to make up two possible causes for the effect given. Write the causes on the lines provided.

7. The baby was unusually quiet.

_____

_____

8. The game was late getting started.

_____

_____

9. The dog growled at him.

_____

_____

10. The fudge ran all over the floor.

_____

_____

11. The scout camping trip was postponed.

_____

_____

12. My stomach ached.

_____

_____

Use your imagination to complete this paragraph:

Suddenly there was a loud crash outside my bedroom window. I jumped out of bed and pulled back the curtains. When I looked out my window, I knew why there had been such a noise.

_____

_____

_____

_____

_____

_____

GAMES

from Comprehension Joy
by Joy L. Keith

CAUSE AND EFFECT

These sentences can be used with any of the games described in this section.

1. The dog scratched because the mosquito bite itched.
2. A violent windstorm blew the roof from the house.
3. Sweat poured down the foreheads of the boys standing in the sun.
4. John Stevens was elected president by a majority vote.
5. The flu epidemic caused many people to miss several days of work.
6. Smearing occurred when water came in contact with the ink.
7. Flooding from heavy rains washed out the South Road.
8. Cries were heard from the crowd as the home team scored a win.
9. Two robins built a nest for their eggs.
10. Traffic stopped abruptly as the signal light turned red.
11. At a temperature above 72°, the air-conditioner will automatically turn on.
12. Stapling the sheets together will prevent possible loss.
13. She kept an accurate record of expenses for reimbursement purposes.
14. The boys sold boxes of cookies to earn money for their school.
15. Sandy's thirst made her lap eagerly at the bowl of cool water.
16. The sky began to darken as the sun sank in the west.
17. As lightning struck the dry pine tree, it burst into flames.
18. Many people drive to New Orleans to see the Mardi Gras.
19. Watching the lions devour their meat can make one lose one's appetite.

20. When the cat crept from behind the carton, the dog ran after her.

21. If it is sunny and warm, the boys will go fishing tomorrow.

22. Mark worked very hard writing his report about Heart Diseases because he wanted to get an A.

23. Football players start training during the summer to get in good physical condition for the fall season.

24. The typist changed the typewriter ribbon for a draker copy.

25. Mr. Hammersmith clipped back his rose bushes to encourage blooming.

26. The astronauts wore space suits to protect their bodies against temperature and pressure changes.

27. To aid in the prevention of polio, innoculations are given.

28. Seeing her broken doll, Mary became very unhappy and began to cry.

29. Susan mailed her picture to her grandmother as a birthday surprise.

30. Paul Powers won an award for saving the life of a drowning man.

31. Doctors and nurses work round the clock to save lives of accident victims brought to the emergency room.

32. With the coming of winter, the leaves are quickly turning gold, red, and brown.

33. Mary and Bill are mailing invitations to their wedding.

34. The builder laid a concrete foundation for the Stevens' new home.

35. To provide for the safety of children crossing the intersection, patrol boys were stationed on each corner.

36. A special announcement was made over network television to warn viewers of possible tornadoes.

37. Eating a balanced diet is one way to prevent vitamin deficiency.

38. Roger Brown visits his dentist twice a year for a checkup.

39. Father brought wood and started a fire for the barbecue.

40. Sunbathing for too long a period of time can give one a severe sunburn.

NICKNAMES

Purpose: To gain skill in inferring cause-effect relationships.

Materials: 5 cards of one color
21 cards of another color

Number of Players: 2 to 4

Preparation: Print the following phrases on blank cards.

5 cards of one color:

Maybe Lisa Barber is called Wheels because
Maybe Joe Plates is called Jaws because
Maybe Anna Gomez is called Tulip because
Maybe Dick Rackwell is called Rich because
Maybe Don Trailmore is called Red because

21 cards of another color:

she is never ready on time.
she likes to ride in cars.
she is very thin.
she doesn't like to walk.
she doesn't like flowers.
he is always eating.
he is always arriving late.
he keeps carrots in his pockets.
he chews gum all the time.
she likes flowers.
she is always working in her garden.
she likes to talk with people.
she often hides under her desk.
he always has money.

his first name is really Richard.

he is funny.

he is always behind the rest of us.

he drives a small car.

his hair is a reddish color.

he always has a cap on.

red is his favorite color.

Procedure: Five cards are dealt face up in the middle of the table for all to see. These contain a name of a person and a nickname. Twenty-one cards of another color containing phrases that may tell why the person would have that nickname are placed in a pile on the table. The top card is turned over to form the discard pile. The student to the left of the dealer goes first. He/she can draw a card from the pile or from the discard pile. The object is to match up two reasons for why that person could have that nickname. If the card drawn contains a valid reason for why that person could have that nickname, the card is placed beside the name card on the table. Eleven cards do not match any name and must be discarded. The winner is the first person to get two correct answers matched to one name.

WHAT'S THE BEST ENDING

Purpose: To gain skill in inferring cause-effect relationships

Materials:
Cards of one color
Transparency
Overhead projector

Number of Players:
1 student to score
2 to 6 students to play

Preparation: Print the following sentences on 3" x 5" cards.

Cards of one color:

Bees and butterflies are the same because
The swimmers wear goggles because
Janet patted Mom on the back because
Bob put skin cream on his arms because
Harry has the hiccups because
Our feet left footprints in the sand because
Mom and Dad are taking French lessons because

Print the following on an overhead transparency.

On the transparency:

his arms were long.
the sand was hard.
bees fly like butterflies.
they found them in the ocean.
they are going to the movies.
he wanted them.
the sand was soft and wet.
she was running.

bees are the same size as butterflies.
his skin was dry.
she went to a movie.
he caught them from his brother.
they can see better with them underwater.
the sand was yellow.
they can't swim without them.
his skin was cool.
he drank his milk too fast.
they are going swimming.
she won a swimming race.
bees look like butterflies.
they are going to France.

Procedure: Depending upon the number of players, this game could be an individual or a team game. The transparency is placed on the overhead for all to see. The teacher shuffles the cards and draws one to read aloud. The students quickly scan the possible choices on the overhead to find the best ending. The student who raises his/her hand first is called on to tell the answer. The scorekeeper keeps a tally of points. The student with the most points wins. The phrases given here are only examples. Many more cards would be needed if played with a class.

his arms were long.

the sand was hard.

bees fly like butterflies.

they found them in the ocean.

they are going to the movies.

he wanted them.

the sand was soft and wet.

she was running.

bees are the same size as butterflies.

his skin was dry.

she went to a movie.

he caught them from his brother.

they can see better with them underwater.

the sand was yellow.

they can't swim without them.

his skin was cool.

he drank his milk too fast.

they are going swimming.

she won a swimming race.

bees look like butterflies.

they are going to France.

from Comprehension Joy
by Joy L. Keith

STRING ALONG

Materials: 4-ply poster board (double thickness for all games)
Elmer's glue
scissors or exacto knife
rug yarn (assorted colors)
yarn needle and compass
clear contact paper
water-base magic markers

Directions: Cut out two pieces of poster board for each game (the one used for the back piece may be cut 1" larger on both the width and length to create a bordered effect). Glue the gwo pieces together using a generous amount of Elmer's glue.

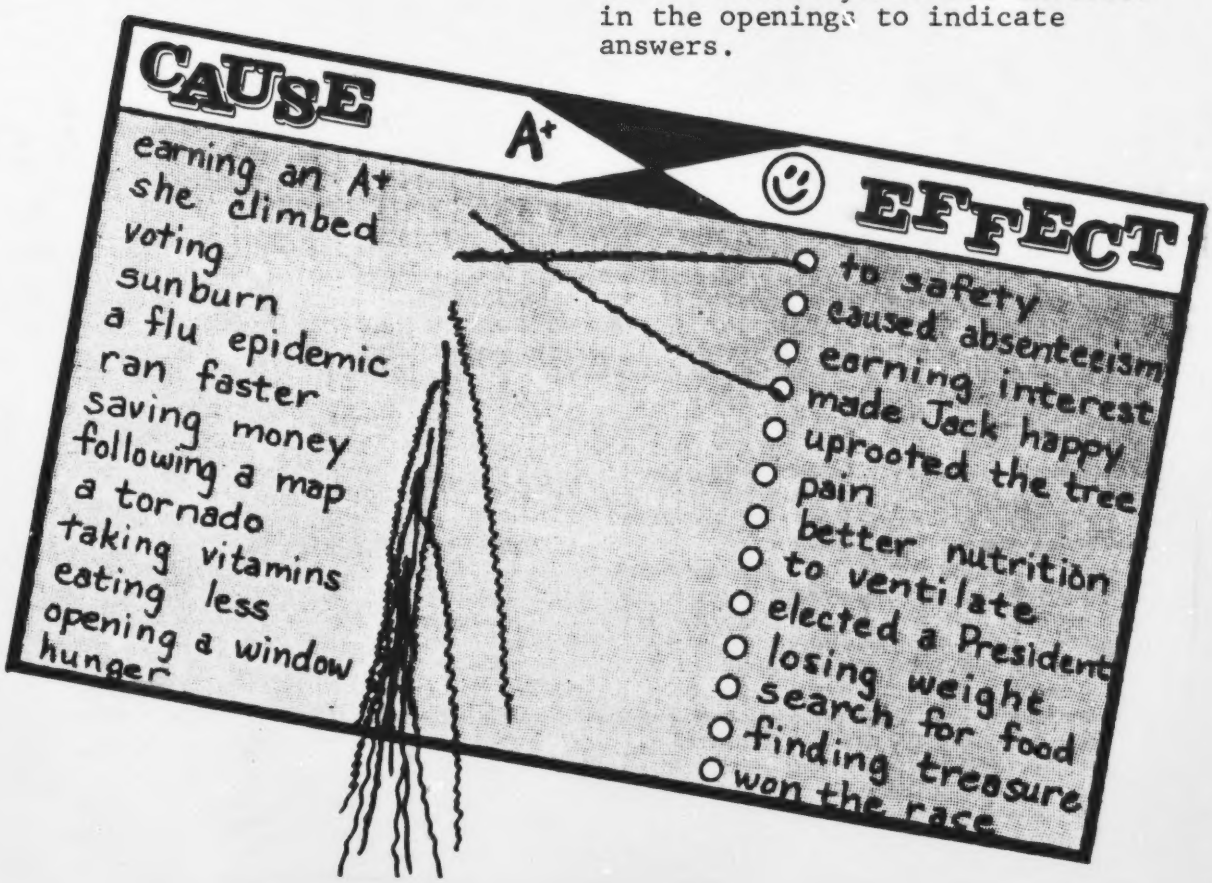
Print all the skill game information on the card using a water-base magic marker. Next, cover the game board with clear contact paper making sure to overlap the contact approximately 1½" to the back side to reinforce the slit areas for yarn insertion. Using scissors, clip the slit areas indicated by a ——— line or using the exacto knife cut holes or squares for yarn insertion.

Thread the yarn needle and triple-knot the end. Use the point of the compass to start each yarn insertion point. Then bring the yarn through the opening from the back side, clip the yarn at a 12-14" length and knot the end to prevent unraveling. Continue until all yarns are sewn into position.

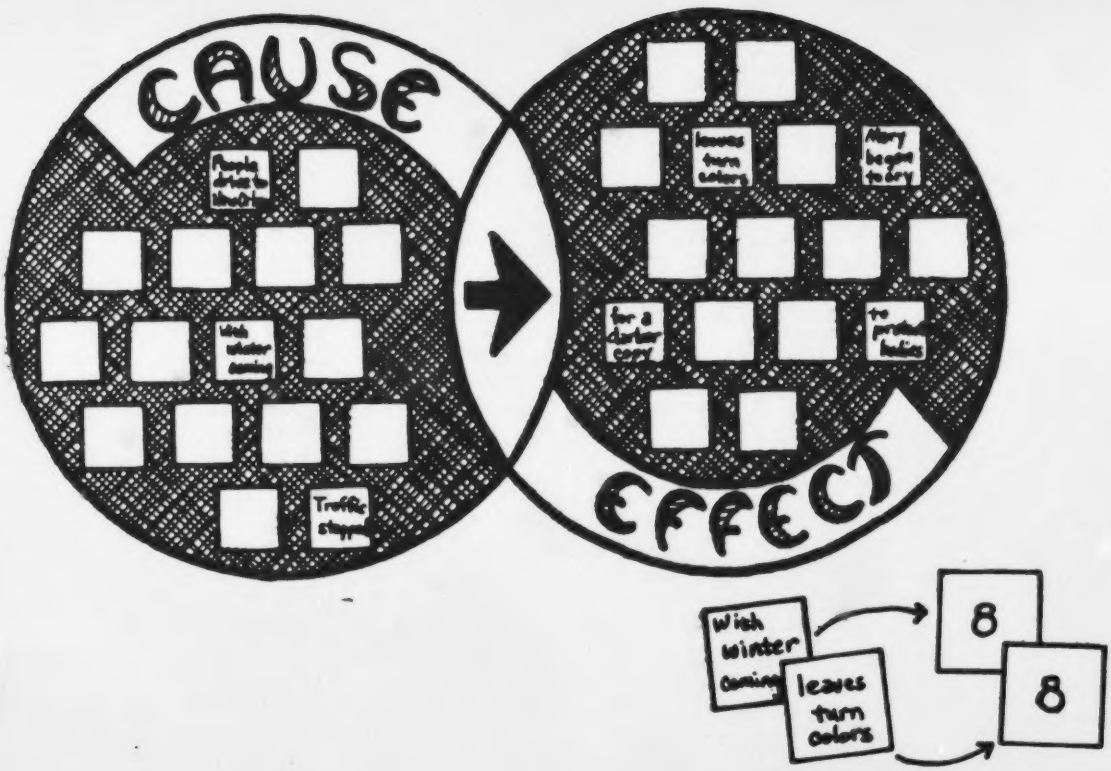
Provide for self-correction by inserting all yarns into the answer slits or holes. Turn the game board to the reverse side and use magic markers or crayons which match the yarn colors and mark the back of the game board with the color which matches each yarn. Illustration:

Play: The child plays by inserting yarn answers into the corresponding slits and/or holes. He checks his answers by turning the board over and matching yarn color to magic marker color: same means the answer is correct.

CAUSE and EFFECT: cut "answer" openings with a razor blade or exacto knife--yarns are inserted in the openings to indicate answers.



from Comprehension Joy
by Joy L. Keith



Materials:
- 2 - 18" diameter circles cut from poster board (use different colors)
- 30 - 2" x 2" squares (of one color)
- 30 - 2" x 2" squares (of another color)

Directions: Glue the two circles with a 3" overlap as shown. Illustrate the board showing boxes where the cards will be placed face-down for play. It is suggested that the word "Cause" be lettered using a color corresponding to the color of the "Cause" playing cards. Do the same for the "Effect" lettering and cards. Using the list of sentences given for Cause and Effect in the reference section, letter the "cause" on the appropriately colored card and the "effect" on the other colored card. Make the game self-correcting by writing the same number on the backs of the two cards which form a pair as illustrated above. Play begins by placing a card face-down on each space. In turn, the players turn either a cause or an effect face-up. If on their turn, they spot a cause-effect pair, they read the cards, flip to check and score the points indicated by the numbers.

PEEK-A-BOO POCKET GAME

Purpose: To gain skill in inferring cause-effect relationships

Materials: A Peek-A-Boo Plastic (order from Reading Joy, Inc. - 2 come to a package)

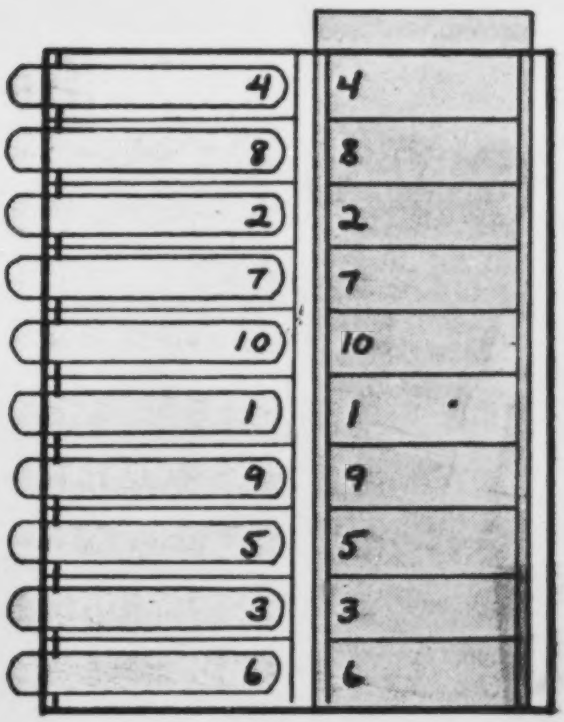
10 wooden playing sticks or heavy tagboard of one color cut into strips

1 piece of heavy tagboard (of a different color) cut to 14" x 4½"

Number of Players: Individual activity

Preparation: The teacher would print causes on the sticks and effects on the tagboard piece or vice versa.

Procedure: The student inserts the card into the plastic. He then mixes up the sticks and places them one at a time into the pocket next to the correct ending for the sentence.



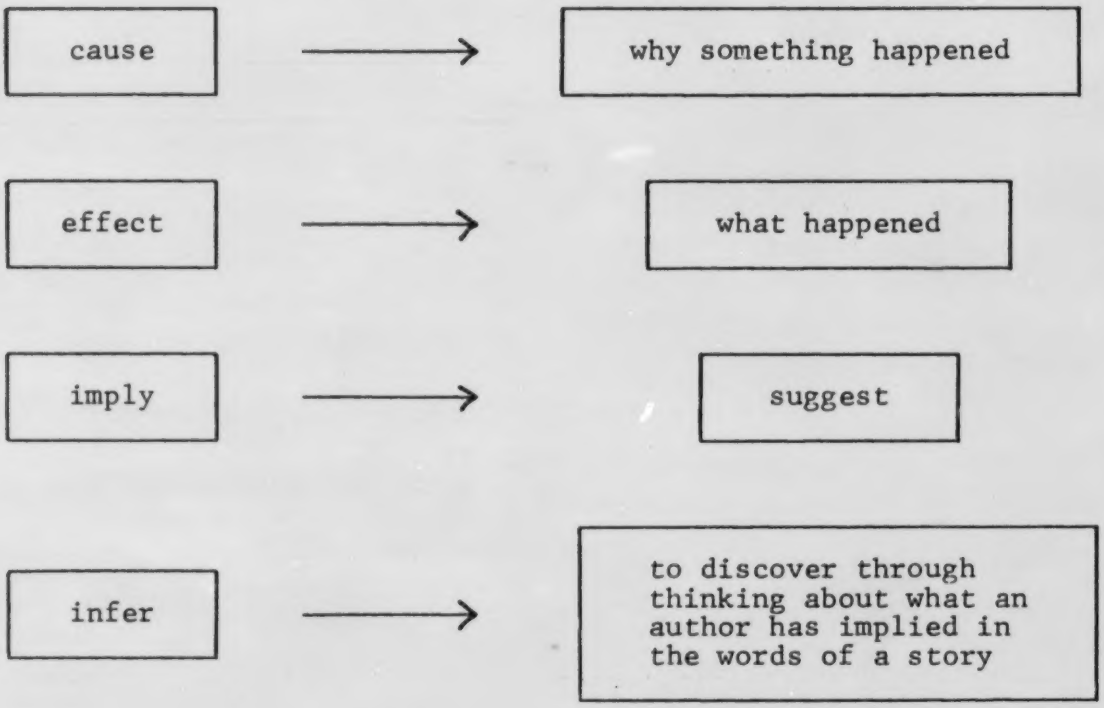
Self-correction

Reverse side of game

Peek-A-Boo Pocket games self-correct. After the child inserts all answer playing sticks, he turns the plastic pocket to the reverse side and corresponds numbers to check his work.

BULLETIN BOARDS

KNOW THESE MEANINGS!

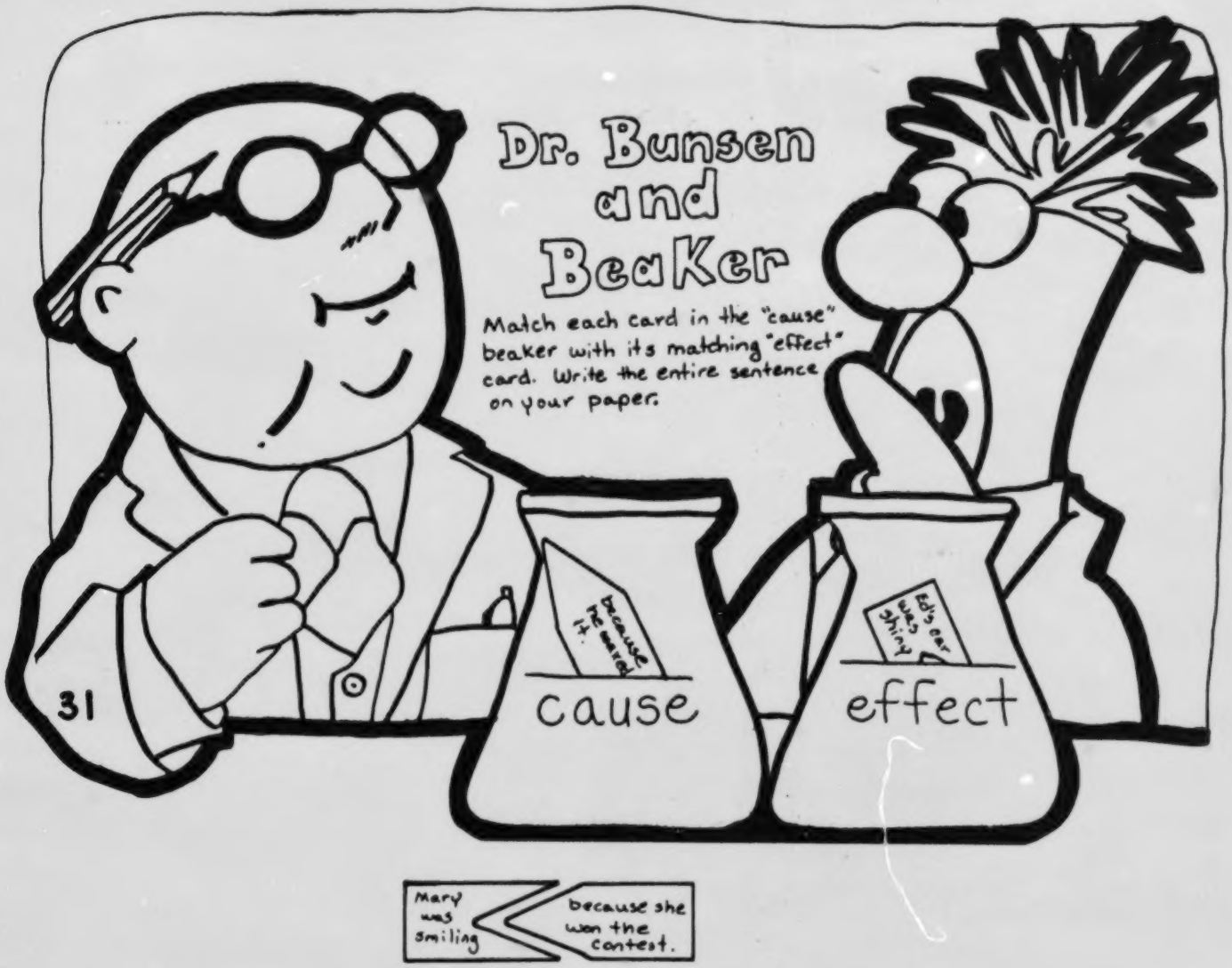


Use a color coding system so students can easily identify the word and meaning. For example, use red square with black letters CAUSE and then red letters WHY SOMETHING HAPPENED on black paper. Arrows could be on cardboard or could use yarn.

Dr. Bunsen & Beaker

These two mad scientists are concocting a matching exercise on cause and effect,

Actual Size: 21½" x 15"


Dr. Bunsen and BeaKer
Match each card in the "cause" beaker with its matching "effect" card. Write the entire sentence on your paper.
31
cause
effect
Mary was smiling
because she won the contest.

Centers Galore, The Education Center, Greensboro, N.C., 1981.

Sentences for Dr. Bunsen & Beaker

Print these phrases on the cause cards:

1. because the door was open.
2. because it was spring.
3. because the fish were jumping.
4. because Jack came in out of the rain.
5. because a stalled truck was blocking the highway.
6. because our clocks stopped.
7. because she wanted to find them in the morning.
8. because he had been running.
9. because her new shoes hurt her feet.
10. because the store was closed.
11. because it was time for the football game.
12. because she thinks they are interesting.
13. because the woman on the phone was rude to him.
14. because she likes to help sick people.
15. because Mother is a busy lawyer.

Print these phrases on the effect cards:

1. John knew someone had been in his room
2. The flowers were blooming
3. Jane brought her fishing gear to the river
4. He left muddy footprints on the carpet
5. Cars were backed up for miles
6. Mother was late for work
7. Mary put her books on the table
8. Jerry was breathing hard
9. Jane was scowling
10. I couldn't buy a new coat
11. Ann turned on the TV
12. Jane likes to look at the snakes at the zoo
13. The operator was angry
14. Alice wants to be a doctor
15. She often works late in the evening

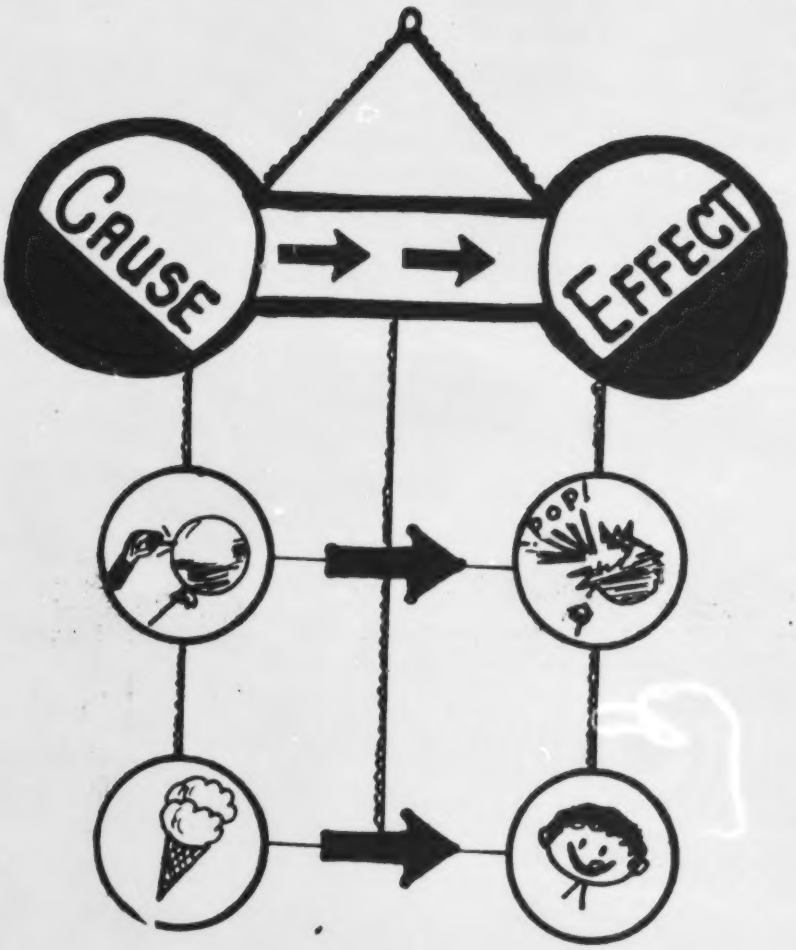
from Comprehension Joy
by Joy L. Keith
1976
Reading Joy, Inc.
P.O. Box 404
Naperville, Illinois 60540

MESSENGERS IN MOTION

Materials: 4-ply poster board (white and/or assorted colors)
rug yarn (assorted colors)
water-base magic markers (assorted colors)
jumbo paper clips (to attach mobile to ceiling)

Directions: Plan to make mobiles large enough to be easily read from the back of the classroom. The overall size when assembled should range from 18-24" x 24-36." Lettering can range from 1½ to 5" in height. By color-coding the sub-categories (eg. each detail question is printed on a differently-colored arrow), you can aid the children in visually organizing the skills to be learned.

Begin by cutting out all needed pieces and assemble them on a table or on the floor as they will appear in the completed mobile. Check the sizes of objects, making sure that they will not bump into one another and/or partially cover nearby objects. Using water-base magic markers, in assorted colors, letter and illustrate each of the pieces front and back (recall mobiles turn!). Using a paper punch, punch holes ½" from the edges where the yarn is to be attached. Now string the mobile by tying the yarn--you may want to use a different color yarn for each subskill; I frequently use a color identical to the poster board used. Finally, attach a paper clip to the top piece of yarn and hang from the ceiling or a lighting unit.


CAUSE
EFFECT
POP!

ANSWER KEYS

Test for Level 9

Underline the part of the sentence that tells the effect (the part of the sentence that tells what happened).

1. Sara had a scar on her cheek because a dog has once bit her.

2. Because the sky was cloudy, we thought it would rain.

3. Susan's dog was very dirty because he had just run through puddles of water.

4. Because Amy had a cramp in her leg, her mother made her get out of the pool.

5. The judge gave a blue ribbon to the kitten because it had won the contest.

6. Since we hadn't slept for many hours, we fell asleep immediately when we laid down.

7. The dog was panting as it ran to keep up with the kids on bicycles.

8. Because the movie star was so famous, we all moved closer to get a glimpse.

9. The cat ran away since it was scared of humans.

10. We looked for our car in the parking lot as it was hidden between two trucks.

Number right: _____

Level 9

Worksheet 1

In each sentence below, underline the effect. Remember the effect is the part of the sentence that tells what happened because of something else. The first one is done for you.

1. Because the clown wanted to make people laugh, he made funny faces at the audience.

2. The clown put on earmuffs because he didn't want to hear all the laughing.

3. Because the clown heard the laughing, he smiled and continued to do his act.

4. Because he was clever, the clown thought of new jokes to do.

5. The rich man and his wife went to the circus because they wanted to see where all the laughing was coming from.

6. The clown made the rich couple laugh because he thought they were sad.

7. Because the clown was so eager to make people laugh, he practiced juggling every day.

8. The clown fell off the tightrope because he lost his balance while juggling.

9. Because the mat wasn't underneath the tightrope, the clown hurt himself when he fell.

10. The clown probably never again tried juggling because he found it to be too dangerous.

Level 9

Worksheet 2

In each sentence below, underline the effect. Remember the effect is the part of the sentence that tells what happened because of something else. The first one is done for you.

1. The dove turned into a rabbit/when the magician waved his wand and said a magic word.

2. When the magician forgot how to turn the rabbit back into a dove,/the rabbit hopped down from the table.

3. The magician asked the audience to catch the rabbit/since he did not want to lose the rabbit.

4. The audience complained to the magician/for they did not think that he was very good.

5. If the magician waved his wand,/nothing would happen.

6. Since he wanted to make the rabbit into a dove again,/ the magician kept trying magic words.

7. The spell was broken/when someone captured the rabbit.

8. The dove flew into the magician's hand/for it was happy again.

Level 9

Worksheet 3

In each sentence below, underline the effect. Remember the effect is the part of the sentence that tells what happened because of something else. The first one is done for you.

1. The dog was so fat,/his master called him Chubby.

2. The boy wanted the dog to lose some weight/because he wanted to be proud of him.

3. When the dog saw some scraps in his dish,/he immediately gobbled it up.

4. The dog loved to eat/so he was always looking for more food.

5. The boy asked his vet for advice,/and the boy was very pleased.

6. The boy was very happy/because his dog could run further now.

7. The dog did not like the small amount of food he was given./ for he was very hungry.

8. Chubby was determined to have more to eat/so he went to the neighbors and ate their dog's food.

9. The boy cried/because he realized that his dog was not happy.

10. The dog was the boy's best pal/because the boy forgot the diet and loved the dog the way he was.

Test for Level 10

Certain words like after, because, for, since, and when act as signals that a cause is about to be stated. Circle the cause and underline the effect in each sentence.

1. (When we got lost on the trip,) we stopped to ask directions.

2. (After riding our bikes several miles,) we sat down and rested.

3. (Since watermelon is our family's favorite dessert,) we often have it for supper.

4. Betty decided to build a tree house (when she saw one at her friend's house.)

5. Dad and mom take turns making supper (because they are each good cooks.)

6. (Because the day was cold and snowy,) we had to stay indoors.

7. (We played as well as we could in the Little League game for we wanted to be the champs.)

8. It's always easier to do your work (when you have a friend to keep you company.)

Number right: _____

Level 10

Worksheet 1

What Happened? Why?

In each sentence below, circle the effect and underline the cause. Remember that the effect can be at the beginning or end of the sentence. The word "because" is sometimes the first word in the cause part of a sentence. The first one is done for you.

1. Because his teacher was kind and wise, (Phillip had great respect for her.)

2. (Kathy was glad) because she had found her missing toy.

3. (Kathy treasured her toy) because her grandmother gave it to her.

4. Because she didn't want to lose it again, (the toy was placed on a shelf in Kathy's bedroom.)

5. (Grandma gave Kathy the toy) because it was Kathy's fourth birthday.

6. Because they wanted to prepare Kathy for school, (her parents sent her to a preschool.)

7. Because she wanted to draw a picture, (Kathy asked for paper and crayons.)

8. Because Kathy liked music, (her parents bought her a record player.)

9. (Kathy was shy) because she did not know the people who were visiting them.

10. Because she wanted all of the attention, (Kathy was jealous of her new baby brother.)

11. (Kathy was hopeful) because her granparents were coming to visit her.

Level 10

Worksheet 2

What Happened? Why?

In each sentence below, circle the effect and underline the cause. Remember that the effect can appear at the beginning or end of the sentence. The cause does not include the word "because" to help you. The first one has been done for you.

1. The boy was frightened (so he ran to his mother.)

2. Since it was cloudy and raining outside, (we had to turn the lights on.)

3. The people told the doctor of the accident, (and he tried to comfort them.)

4. After talking to the people, (the doctor decided to examine the patient.)

5. (The patient cried out) when the doctor touched him with the cold instrument.

6. Since he had seen much worse cuts, (the doctor was not scared.)

7. (The patient was frightened) for he began to think that he was really bleeding.

8. After he waited a long time for his friend to return, (the two boys rode to the pool.)

9. When he thought it was going to rain, (the child ran home.)

10. When the monster jumped from behind the curtain, (the children all ran in fear.)

Level 10

Worksheet 3

What Happened? Why?

In each sentence below, underline the cause and circle the effect. The effect can be at the beginning or end of the sentence. A cause does not always start with the word "because." Read carefully. The first one is done for you.

1. Since the boss was powerful, (the people obeyed him.)

2. Whenever he coughed, (Rich's mother gave him some medicine.)

3. (The boy was not afraid of the lion) for the animal was in a cage.

4. The man had not eaten in two days, (so he bought much food at the grocery store.)

5. Since the mother wanted the baby to go to sleep, (she rocked him in the new rocking chair.)

6. When the food was not eaten by the dog, (the man became concerned.)

7. (The boy played his stereo) because he did not like the quietness.

8. After the cake came out of the oven, (Mother hurriedly tried to frost it.)

9. (The dog offered his paw to his master) for he had learned how to shake.

10. Because he wished to be a good basketball player, (the teenager practiced shooting baskets daily.)

11. When the lady yelled "Watch Out," (everyone turned fearfully.)

Test for Level 11

Put an X next to the two causes for each effect stated or the two effects for each cause stated.

1. The farmer harvested a poor crop of soybeans because

__X__ they had been hailed on during the summer.

_____ he combined late at night.

__X__ they had been flooded by rain.

2. A hot wind blew across the desert. This wind

__X__ forced people to stay inside their homes.

__X__ made it impossible to see to drive on the road.

_____ made the land cooler at night.

3. I could tell that Richard was playing a joke on us by

__X__ the grin on his face.

__X__ the laughter from the other people in the room.

_____ how quietly he was sitting.

4. Because of the snowstorm, the roads were

__X__ quite slippery.

_____ very curvy.

__X__ one lane traffic only.

5. The new puppy whined because he

__X__ missed his mother.

_____ was hungry.

__X__ wanted his brothers and sisters to play with him.

6. Mother was unhappy with her children because

__X__ they did not do their chores.

_____ it was her son's birthday.

__X__ they broke the lamp.

7. The truck was parked alongside the road because

__X__ it had run out of gas.

_____ the man did not like to drive.

__X__ the driver stopped to read the road map.

8. The flowers failed to bloom as they

__X__ did not receive enough rain.

__X__ were planted the wrong time of year.

_____ were planted in the south side of town.

9. Since the lady hung a bird feeder in the tree,

_____ the birds came for a drink of water.

__X__ the birds used the feeder everyday as there was snow on the ground.

__X__ the birds came because they loved sunflower seeds.

10. Because of the parade, the bicycle was

__X__ decorated with streamers on the spokes.

_____ left at home in the garage.

__X__ being ridden by a clown.

Number right: _____

Level 11

Worksheet 1

What Happened? Why?

Choose two causes for each effect. Put an X next to each cause you choose.

1. Bill loved his dog Snuggles because

__X__ Snuggles was so glad to see him after school.

_____ Snuggles loved to eat.

__X__ Snuggles had learned the tricks Bill taught him.

2. Bill's father had him keep Snuggles in a pen in the backyard because

__X__ Snuggles loved to dig in the neighbor's flowers.

__X__ he was too shaggy and he left hair all over the house.

_____ he needed a place to sleep.

3. Snuggles didn't know he was loved by his family so much until

_____ they fed him his food and water.

__X__ he disappeared and everyone searched for him.

__X__ school was out and the kids spent hours playing with him.

4. Snuggles was protection for the family because

__X__ he barked everytime someone came into the yard.

__X__ he scared away skunks and other wild animals.

_____ he liked to sleep in front of the fireplace.

5. Grandma knew that Snuggles was such a well-behaved dog because

__X__ he didn't jump up or lick people.

__X__ he was housebroken.

_____ he ate popcorn.

6. Bill and his father took Snuggles to the vet because

__X__ he needed his annual shots.

_____ they bought him a flea collar.

__X__ he was sick.

7. Bill and his friends wanted to hurry home from school because

_____ it was a holiday.

__X__ they had to feed Snuggles.

__X__ they wanted to play with Bill's dog.

8. Bill used flea powder on Snuggles because

_____ it was on sale at the store.

__X__ he saw Snuggles scratching himself constantly.

__X__ he wanted to prevent fleas from living on Snuggle's coat.

Level 11

Worksheet 2

What Happened? Why?

A story does not always state the effects resulting from a cause. Sometimes the effect is left for the reader to infer. Choose two possible effects for each cause. Put an X next to each effect you choose.

1. It was raining outside so the children had to

_____ put their winter coats on.

__X__ get out the umbrellas.

__X__ stay inside and play games.

2. As a result of the washed out bridge, the travellers

__X__ detoured around the city.

__X__ rode the ferry across the river.

_____ went out to buy a bicycle.

3. The woman began to have fainting spells so

__X__ her daughter called the family doctor.

_____ she began to cook supper.

__X__ she laid down on the couch.

4. The score of the ball game was tied so

__X__ they went into overtime.

__X__ a new pitcher was called in.

_____ everyone went to the concession stand.

5. Because Johnny had the chicken pox, his parents

_____ took him roller skating.

__X__ kept him home from school.

__X__ took him to the doctor.

6. As a result of Superman's great courage,

__X__ the criminals were apprehended.

_____ he developed a fear of tornadoes.

__X__ he was given an award by the mayor.

7. Since the admission price of the theater was increased,

_____ we bought two boxes of popcorn instead of one.

__X__ we had to save all of our allowance in order to go.

__X__ we waited for the movie to come on TV.

8. The net was not placed under the tightrope. As a result of this,

__X__ the stunt man would not perform his act.

__X__ the stunt man fell.

_____ the audience bought many souvenirs.

Level 11

Worksheet 3

A reader can infer the causes and effects of story events by looking for what the author has implied.

In exercises 1-5, select two possible causes for each effect. Put an X before each cause you choose.

1. The kids went to the pool because

   X they wanted to cool off.

   X they wanted to watch the swim team.

   _____ they wanted to go bike riding.

2. The school was closed because of

   X declining enrollment.

   _____ the color was unpopular.

   X a more modern building was built.

3. The union went on strike as a result of

   X poor working conditions.

   X disagreements with management.

   _____ they just received their pay checks.

4. The man received a parking ticket because

   _____ he was speeding.

   X he parked in front of a driveway.

   X he over-parked.

5. The cars all pulled over to the curb because

__X__ an ambulance wailed past.

__X__ a fire engine raced by on the way to a fire.

_____ a helicopter flew over.

In exercises 6-9, infer two possible effects for each cause. Put an X before each effect you choose.

6. Since the gas station was closed,

__X__ travellers had to go to the next town to gas up.

__X__ the gas attendants lost their jobs.

_____ the business must have shown a profit.

7. Because Dad was transferred to a different city,

__X__ we hired a moving company to move us.

_____ we bought a new dog.

__X__ we had to leave our old friends and make new ones.

8. Fruit flys were infesting the fruit trees and much of the fruit was lost so

__X__ the trees had to be sprayed.

__X__ the price of the fruit increased considerably.

_____ the grower had a greater quantity of fruit to sell.

9. Since many new homes were being built in the area,

__X__ the lumberyard ordered more wood.

_____ the contractor laid off workers because business was declining.

__X__ the banks were giving out new home loans.